

School Activities



Part of Student Discussion, Arkansas Student Council Workshop—Conway, Arkansas



Girls Drill Team—H. B. Ellison Junior High School, Wenatchee, Washington

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School Activities

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As the Editor Sees It



On several occasions, generally at the first meeting of a student council conference or workshop, we have heard the president or chairman "encourage" the adults who have welcomed the group, made the invocation, etc., to leave. And in a few instances we have heard him actually ask these adults to leave—and have seen them, embarrassed, walk off the platform.

In no way does such a procedure represent the true spirit of the student council—nor good old-fashioned common sense, for that matter.

In the first place, it is downright discourteous. One does not accept an invitation to a home, listen to the host's welcome, and then ask him to leave. Similarly, discouraging the presence of the hosts of a student council conference is just as illogical and discourteous.

In the second place, such a policy (or even attitude) is thoroughly unwise because it fails to recognize and capitalize potentially excellent adult friends and supporters. Nearly all of these adults know little about the secondary school student council, and probably every one of them would be interested in learning about it from first-hand experience. Therefore this golden opportunity should be intelligently capitalized.

The chairman should not only thank these adults for their assistance and presence but also extend a most cordial and sincere invitation to them to remain for the entire program, and also to visit any or all of the succeeding general assembly and discussion group meetings.

True, it is courteous to suggest that if, due to pressing engagements elsewhere, these adults must leave, the conference will understand and pardon them. But in no way, shape, or form, should this suggestion indicate to the slightest degree that their presence is not whole-heartedly desired and appreciated.

It is to be regretted that non-members—both teachers and students, do not visit council meetings. Most councils discourage, and some even prohibit (amazing, the number of constitutions which include an interdicting article) such attendance.

Such a policy is unjustifiable. The students who elect these representatives have as much right to walk into their meetings as adult citizens have to walk into the sessions of congress, legislature, city council, court, or other body which they elected.

The usual arguments given for this exclusion are (1) the limited size of the room, (2) the unsuitability of the period for visitation, and (3) the possibilities of interruption and confusion.

Quite clearly, these are "alibi" reasons. The first two will automatically limit visitors, and, if disturbance comes, this is the fault of the council. All three "reasons" are illogical.

The real reason is the council's fear of visitor reaction to what is being said or done at the meetings. It feels the "right" to secret discussion.

If the council wishes to promote interest, understanding, and support it will encourage visitation. Occasionally, it may be advisable for the council to hold a closed session, but this practice should not be considered a general policy. "Secret session" is a term that is very foreign and distasteful to a democratic form of government.

One of the several areas of extracurricular activities which "just grew" (not the same as "grew up," you understand) is that which concerns competitions and awards. In almost any school today there are basic disagreements between teachers, as well as quite obvious inconsistencies in policies.

A very pertinent article is Loaz W. Johnson's "Competition, Contests, Awards, Prizes, Special Privileges," in the November *Clearing House*. This excellent article does not argue for or against these items, but rather raises questions "to stimulate thinking about them." These questions are well worth asking—and answering.

In Indianapolis, according to school board ruling, pupils may not sell tickets to an elementary school event, nor to any event given in behalf of an elementary school. Sensible!

The Arkansas Association of Student Councils held its fourth annual convention at Arkansas State Teachers College during the summer.

Student Council Workshop

IN A WARM 104° TEMPERATURE, student council members, officers, and sponsors from over the state of Arkansas arrived during the afternoon of Sunday, August 10th, on the campus of Arkansas State Teachers College where they were registered by Mr. Hal Robbins, business manager for the Workshop, and a member of the AASC executive committee. This was the fourth workshop to be held by the Arkansas Association of Student Councils. Many of the sponsors attending this year had been in attendance at all four, and had been looking forward to this year when Dr. Harry C. McKown was again to serve as consultant.

It was in August, 1949, when the workshop had its beginning on the campus of ASTC. At that time twenty-nine sponsors met for a five day study of Student Council problems, with the purpose of formulating more uniform aims and objectives of the student council, and better coordinating council work in the state of Arkansas. Dr. Harry C. McKown met with these twenty-nine sponsors who had dug down into their own pockets to pay all the expenses. Much came of the efforts of this workshop, a dream come true, as it was Miss Bobbie Ferguson, then state sponsor for the AASC, who had conceived of the workshop idea and who put forth the time and effort to make the first such workshop in the nation a success. Her efforts have more than paid off.

Two succeeding workshops have been held in Arkansas, on the campus of ASTC, each being

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attended by both students and sponsors, and each having as consultant Mr. Gerald M. Van Pool, Director of Student Activities for the National Association of Student Councils. This fourth workshop was of particular interest to several of the sponsors who were anxious to see what would be the reaction of Dr. McKown to the growth of the workshop since 1949.

The workshop in Arkansas is no longer an experiment; it is a definite part of the state program in student council work. Its influence has also extended into other states. Each year out-of-state visitors have been in attendance at the workshop, with the idea of starting such a program in their own state. Such attendance is always welcome.

The workshop offers opportunity for both sponsors and students to meet in assembly and in separate group discussions for the purpose of better understanding the functions of the student council and its role in the educational program, and to share their experiences and seek solutions to their problems.

The workshop has met each time at the Arkansas State Teachers College, Conway, Arkansas, this being the most centrally located college in the state. Students and sponsors are housed in the dormitories of the college.

The Conway High School has served as director of recreation at each of the workshops, and has provided off-hour entertainment throughout the five day meeting. Included in the entertainment were such activities as swimming, tennis, picnics to Petit Jean State Park, watermelon feasts, square dancing, talent shows, movies, and reception given by the college for both sponsors and students.

Permanent records are made of each workshop. A Workshop Bulletin, giving a complete account of all activities at the Workshop, is pre-

Our Cover

The upper picture shows a part of a student council discussion group at the fourth annual Arkansas Student Council Workshop. This was the fourth annual workshop held at the Arkansas State Teachers College. It was held during the summer. See article by Mrs. G. C. Ellis on this page.

The lower picture is the Girls' Drill Team at the H. B. Ellison Junior High School at Wenatchee, Washington. This was the second year that the school had been represented at parades and games by a girls' drill team. They demonstrated the fact that precision marching is a thing of grace and beauty.

pared and mailed to all AASC members in the fall. Another record is kept in the form of movies and slides. At the recent workshop a student photographer, Johnny Jenkins of Little Rock, was busy taking pictures wherever there was an activity to record. Most of the schools prefer slides, in color. These are prepared for mailing, and are circulated among member schools during the year. They are almost in constant use as subjects for assembly programs as well as for use in council meetings. When any outstanding accomplishment is made which might serve as a contribution to council work elsewhere, printed copies are made for distribution.

The third workshop produced a printed folder on "Suggestions to Student Council Sponsors." Copies of this folder are available to any school which desires them. The fourth workshop produced another printed folder entitled "Suggestions to Student Council Members and Officers" which will soon be ready for distribution.

The AASC Workshop is financed by a \$10.00 registration fee paid by each school. Previous workshops have secured a contribution from the Arkansas Education Association and the workshop this year was assisted by the Palmer Foundation, an Arkansas foundation expressly interested in citizenship training. Room and board at the workshop is secured at a cost of \$10.00 per person for the five days.

Sponsors are informed in advance as to the tentative program for the workshop, and are encouraged to meet with their student delegates for definite preparation before coming to the meeting. They are asked to bring only potential student leaders, and schools are asked not to send students without a sponsor.

A regular schedule was followed with daily topics as follows: Monday, Aims and Objectives; Tuesday, Organization of the Student Council; Wednesday, Student Leadership; Thursday, Problems of the Student Council; and Friday, Evaluation of the Student Council. Each day's session began and ended with a general assembly. The opening assembly consisted of a short devotional, followed by a special musical number, or a bit of group singing. The consultant then spoke to the entire group regarding the problems concerning the subject of the day's study.

Following the general assembly the group retired to a reading room for a library period.

Here were assembled many materials pertaining to student council work and to problems of high school students. Some materials were supplied by Dr. McKown, and some by the Arkansas Association of Student Councils, which has a supply of thirty copies of the Student Council Handbook of the National Association of Student Councils used as a text in all workshop studies. Following the library period was a break of fifteen minutes for rest and refreshments, after which the sponsors assembled in one group while the students gathered in another for an hour and a half study of the topic of the day.

A school delegation and sponsor were responsible for the student direction, while the sponsor groups were led by a member of the state executive committee each day of the AASC. The noon hour was followed by an afternoon study period of another hour and a half. The general plan followed in these sessions called for a study of the basic concepts of the problem as outlined in the national handbook in the morning classes, and for a discussion of specific school problems as presented by students and sponsors present to be studied in the afternoon classes. Those who had found satisfactory solution of such problems were encouraged to lend assistance to the schools seeking help.

The afternoon study groups were followed by another general assembly. Here a report was made from the sponsor group and from the student group as to their accomplishments of the day, followed by a general analysis presented by Dr. McKown, the consultant. With the conclusion of the afternoon assembly, the students and sponsors were free to participate in the recreational activities provided for them by the Conway student council, under the direction of their sponsor Mr. Hal Robbins.

During the process of the workshop, a special committee of students and sponsors spent many hours working on materials to be included in a printed folder to be entitled "Suggestions to Student Council Members and Officers." This committee reported their efforts to both student and faculty groups in class period on Thursday. Suggestions for revision and additions were made after which the committee resumed their work on the folder.

Friday's program varied a bit in that it was only a half day session, the subject of which was evaluation. The day began with the library peri-

od, followed by the study groups, and concluded with the general assembly. Reports were made in the assembly as to the results of the morning classes. The special committee also made a final report.

The workshop was concluded with an evaluation of the workshop by Dr. McKown. Individual evaluation sheets had been filled out by each student and sponsor on Thursday, the results tabulated and given to Dr. McKown to include in his evaluation. Too much cannot be said regarding

the importance of these evaluation sheets, and of the consultants' evaluation. It is upon them that plans for next year's workshops have already begun. The real evaluation of the workshop, however, is not tangible. The real evaluation will come during the year in the form of improved student councils in the state. A council can be no better than its leaders. The workshop seeks to make better leaders; thus the AASC makes its contribution to the improvement of secondary education.

Creative arts and interests and talents may be expeditiously found and developed in children by organizing and working with them in groups.

To Be or Not To Be Musical

ONCE YOU MET A PERSON who said that he hated opera—and the same thing was said about the symphony. We won't go into the mathematics of multiplication to find out how many times the same things have been repeated. We are going to hear what younger people have to say—and it's all about how much they like music. "Opera's great." . . . and, "Have you heard 'London and London Again Suite,' it's great." . . . That's because we're using it this week.

So you're the leader of your group, its director, its teacher or adviser, and you honestly want to handle the study in the correct way. The correct way is always simple—you take only one step at a time.

First you have a group of youngsters—and that's all you need. The rest is in your hands. Just the moment you go salvaging on the city street in search of a packing box of fairly large dimensions in good condition, you'll more than likely find it at the back of the store waiting for the garbage collector—but you've found it first. That's the important thing. After it is on a table and your group is assembled, get out your notebook and pencil so that the group will know that you are ready for action. You should then ask a few questions. These questions are important and you will duplicate the names several times; expect that.

On separate pages list those who like to draw or paint; second, those who like to act; third, those who like to sing; fourth, those who like to

EVELYN V. L. BALL
Bay Shore, New York

dance; fifth, those who like to play musical instruments; sixth, those who like to make paper or cloth costumes (and also paper flowers). You are then ready to start.

The object is to organize the group for some theatre work—and some of it will be in the field of music. Don't dwell too much on any phase at the beginning. A name must be chosen for the theatre and a name for the group of players. We used the name "Fourth Avenue Theatre" because that was the name of our school, and we became known as the "La Petite Players." No forest of Arden could have entranced us more than the shadows cast under our own trees which were very, very green and wide-spreading. And at times we have fled from the showers of summer, laughing and happy.



On your list of incidental purchases you should have a keyhole saw which will cost thirty-five cents at the Five and Ten; a yard of sateen, fifty cents; a length of cord; thread to match your sateen in color for the theatre curtains; and some white string. Add a paper of needles, and a jar of Tempera paint for the outside of your theatre. The total cost will be less than two dollars.

Use a ruler to measure your stage opening so that it will be 16 by 24 inches in size. Use the ruler to measure the space for the lettering of the name of the theatre near the top of the box, sufficiently above the top ruffling of the curtain. Cut the opening for the stage with the keyhole saw, and on each end of the box cut two slits through which you will pass drawings mounted on poster cardboard. You are now ready to prepare for the mounting of the theatre curtains.

Design a monogram and whip stitch lengths of string in the center of each curtain. The string may be doubled or even tripled if you prefer. The white will stand out in relief and hold up well for handling by many, many hands! We chose maroon color for our curtains. You might prefer green or brown, and you might even wish to use gold thread for the embroidery. We considered gold but we could not afford it, and it isn't important anyway. The twine does most admirably. After hemming the curtains and completing the upper ruffle, the curtains were mounted and we were all ready well under way. The name of the theatre was clearly legible and we had produced the dignity of ages by painting the box to resemble aged stones. On the other hand one coat of turquoise blue is very effective; and so is light gray. You are ready to go to committee.

Choose your first play, and make it simple. We used "The Frog He Would A-Wooing Go." There were nine scenes and no end of fun to the subject and its interpretation. As listed:

Mr. Frog doffs his opera hat, came over arm, river bank.

Crosses to Mr. Rat on lily-pad, pushing with cane.

Requests that Mr. Rat accompany him for the trip.

Mr. Frog knocks at the door of Miss Mouse.

Miss Mouse is busily spinning. She is quite industrious.

Miss Mouse invites the two to sing. One has a cold.

Mr. Frog and Mr. Rat leave the house of Miss Mouse.

Mr. Frog and Mr. Rat flee from cat and her kittens.

Mr. Frog is gobbled up by the lily-white duck.

Speakers are chosen for the parts and a Narrator who gaily repeats the ad libs such as: "Heigh Ho," says Anthony Rowley. Incidental music from recordings may be used before each act and at the end. Speakers who dramatize simply before the theatre use a space marked off for the stage area by a cord rope attached to two standards, waist high. There are no stage properties other than two or three stools. When the cat and kittens came tumbling in, the group of smaller children did that action hilariously and with lively meowing. Your drawings are mounted on poster board and slide in and out of the slits at the end of the box. Your coloring of the scenes is bold since you want it to be visible for at least one hundred feet. You now have complete understanding of the process and your next development lies within the field of choice and is without limit.

There is the subject matter to be selected from the realm of fairy tales, from children's beloved stories of the ages, and the entire field of poetry. We used

for dramatization a lively version of the gingham dog and the calico cat, taken from "The Duel." Drawings were outstanding. Then there was a beautiful recitative form of "The Daffodils" (Wordsworth). For this there was beautiful background music, and the children



were especially understanding about the placing of the voice. Drawings represented the poet on his couch, the landscape of flowers on the hills and "Beside the lake, beneath the trees," and lastly a thoughtfully designed stained glass window representing the mind as it passes into the realm beyond ordinary thought. In a pro-

logue, the life of Wordsworth was sketched. A brief talk about abbeys in England was based upon a booklet which the British Travel Agency had sent us. There is a wide basis for study in interpretation.

"The Raggedy Man," some of the Psalms, "Beauty and the Beast," "The Bluebird," "Hansel and Gretel" offer wide possibilities. And at the moment let us look into the musical field, beginning with such a simple theme as "Home on the Range," the cowboy song. Among one of our first selections, we did this in woolly-wild-west style. A real guitar accompaniment and a nice clear voice, a rope, cowboy hats, et cetera, make this all very real. After a little of this we are ready for the more classical field.

You have a library, a recording machine, and music catalogues. I consider the music publishing houses some of my best personal friends, although they are not aware of it, I am sure. You are guided by your good taste and desires of your pupils. Factors to be considered are co-ordination of talents and interests.

For children, a song cycle of seasons should be included: Spring, Summer, Autumn, Winter. Use Thanksgiving music and that of the Christmas season. Plans for the Pied Piper of Hameln. Use it with a musical score written for it in recitative form. You will find listed "Robin Hood," adapted by Louis von Haupt, to be played, read, sung, or dramatized—the music listed at 60c. "Hansel and Gretel" is obtainable at 75c. "The Magic Nut Cracker" at 75c. Not to be overlooked is the beautiful "Orpheus" by Christopher Willbald von Gluck, adapted by Lois Dean as a children's story opera.

Now there is a full schedule for your year's work—and the foundation is being laid for many years ahead. You will discover many talents among your group. Think briefly of your drawing or painting members. They may use simple crayons or paint with brush as elaborately as they choose. The objective is to plan for regularity and understanding. My lesson plan doesn't vary in the first part of each short period. We are primarily a table group prepared for discussion first, study second (unison reading and interpretative study analysis), then a period of drawing, and lastly, the acting.

Lesson plans would be briefed in this way:

Greeting to class. Roll call.

Distribution of parts for reading and study.

Over-all discussion of the play immediately at hand.

Actual reading for inflection, voice, and familiarity.

Drawing:

Who draws the cowboy?

Who takes the ranch?

Who does the corral with fences and cows?

Who wants the chuck wagon?

Who does the man with the ten-gallon hat?

Who takes the cowboys and camp fire?

Time limit fifteen to twenty minutes.

How do you handle the reviews of plays for the repertoire? That is something to keep in mind.

At the table, during the first fifteen minutes, we have a divided period—old, then new. The action on the stage is reversed—new work, then old, for we concentrate on the unfamiliar, and relax with the familiar. Twice each week, we spend a few minutes learning a new exercise such as the heel and toe step. Then a few minutes for suppleness and grace. This comes at the pre-table period.

Exercises:

Elbows out—assertion or ego.

Elbows normal—self control.

Elbows in—timidity or suppression.

Always let the wrist lead the hand and the elbow show the direction. Learn enfoldment—and unfoldment.

Hand:

Gives out when spread apart.

Clenched means struggle.

Detection when thumb is against fingertips.

Drumming on chair expresses detection, and guilt.

Agony—curved fingers and thumb dropped in.

Repose—hand gently curved.

Affection—easy curves, finger and thumb touch.

Exasperation—palm stiff, held from body.

Surprise—palm out, fingers straight.

Fear—fingers very straight.

Support—palm up and straight.

Affirms—palm down.

Rejects—palm up at right angles.

Assails—palm toward object.

Caresses—palm toward object, fingers curved.

Essential qualities desirable in the field of dramatics are: health, vitality, bodily control, and poise. The great actor must possess imagination, health, bodily control, and poise. Practice drills are divided into two groups: (a) relaxation; (b) poise.

In the selection of incidental music we find albums of classical music to be of immeasurable help. A word of caution to the instructor—from the beginning teach the group to handle the recordings with care. Explain that it is customary for the libraries to require a signature guaranteeing the safe-keeping of the recordings. It is also nice if you are able to have tape recordings made by your group of its own work. Let the group hear the recording indoors, so that the sound may be dutifully carried. A study is valuable as it points out both the favorable and

weak points. This is especially necessary when using instrumentation.

Since some of your group may be members of youth orchestras or may study privately, you may find it quite interesting to have instrumentation in your performances. A few notes from a flute or a trumpet—we used the latter for a chuck wagon call—and the guitar is fine for cowboy singing. Each performance is made a little more realistic when there can be added a few passages from instruments.

When guests appear—and they are welcomed—we like for them to sit in with us just to share our enthusiasm. These same guests are lovely hostesses later on in the season, when from time to time larger groups of guests are entertained. Our friendships are an important phase in bettering our over-all appreciation of the world outside which some day will be one of "I love opera. . . ." and "I love the symphony . . . don't you?"

An adequate, well-balanced school program should include activity offerings that will appeal to the students' many interests and capabilities.

Looking into the Future of Cocurricular Activities

IN THE FUTURE more administrators will be familiar with the aims and objectives of the cocurricular program, its philosophy, and its purpose for existing.

Although cocurricular activities are now recognized as an important part of the school's program from the elementary grades through college and beyond, they do not have the wholehearted support of the administrators and teachers of many of the schools because they are still considering this area as "extra." The intercollegiate sports program has become a part of the curriculum in many schools; music, art, debate, and dramatics have also become a part of the curriculum, but many schools are lagging behind in the above, and most schools have failed to bring the cocurricular activities into the curriculum which provide opportunities for students to belong to a group when they lack the talent or desire to be a musician, artist, or an athlete. The above problems will be erased in the future because the administration will gradually bring these activities into the curriculum.

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Stockton, California

The administrator will play a bigger part in providing the organization and administration necessary to conduct a democratic well-balanced adequate educational program. He will aid the cocurricular activity program by setting up a program that fits the needs of his school and his community.

B. Lamar Johnson states that "... extra-class activities offer students a variety of opportunities for volunteer work. . . ." The administrators will help the activity program to fulfill its obligation to prepare students for volunteer work and service.

Administrative staff will encourage student activity programs by providing publicity; teacher load will be assigned for sponsoring activities;

1 B. Lamar Johnson, "General Education for Citizenship," p. 94, THE JUNIOR COLLEGE JOURNAL, October, 1952.

they will provide time in the daily or weekly schedule for the cocurricular program and will provide trained and well qualified faculty sponsors. A course in student leadership will be provided.

Clubs will be reorganized to provide experiences for the unsocial, the shy, backward student as well as providing experiences for the well-adjusted; they will serve, also, as a counseling aid for discipline problems and as a scholastic stimulus. Why should a college student lack social skills? In the future, much of this will be corrected because the social program of the high school will provide more practical experience and instruction in the social areas, and it will reach all the students.

We will find more schools with activity programs as well participated in as Stephens College. In 1950, every student at Stephens College was a member of two or more organizations and actively participated in one or more group enterprises. Stephens College had 180 activities.

There will be a wider choice of activities to participate in, in all schools. There will be several groups within a major interest field with different aims, for example: Drama Club participation may be divided into the following areas:

1. Group for those who want to participate in finished performances.
2. Group for amateurs who want to practice.
3. Group for those who want to have fun by reading informally a number of plays.

Administrators and schools will give young people a share in the development and management of the cocurricular program.

The school spirit in the schools will improve because of the increase in active participation of administrators, faculty, and students in cocurricular activities. Dr. Harry McKown states that one of the differences between our schools and those of Germany is the "complete lack of school spirit" in the latter and gives the reason as no cocurricular activities.

W. A. Covert² surveyed the 1941 graduates of six high schools in Lee County, Iowa. The cocurricular program at the time these students were in high school was poorly attended; 28% of the graduates had not participated in any

activity other than sports. One-fifth of the students stated that their major problem was "getting into activities." The problem of "getting into activities" will not exist because teachers, counselors, and students will have a better understanding and knowledge of what is available in the field of cocurricular activities.

Honor societies will encourage honor students to join their organizations and will accept any and all students who meet the scholastic requirement, regardless of their leadership qualities. I have in mind those honor societies that are not meeting the needs of the superior student because the student is shy and retiring and has not been a leader.

The student body will reach out to the vast numbers of unorganized students when appointing committees and promoting programs thus aiding the goal of total participation.

E. Tompkins recommends that the principals hire their faculty sponsors the same as they hire their academic teachers. In the future the above recommendation may become a reality.

Because educators will evaluate their cocurricular program and will attempt to improve the situation, we will find students taking an active part in the society of the school and community; the educators will provide opportunities for experience and practice in democratic groups and in changing situations. Arnold Toynbee says that "... the extracurricular activities of colleges and universities are among the agencies most successfully grappling with the problems of mass education and world understanding."

Teachers and principals will expand their efforts to provide adequate cocurricular activities for all students. The activity program as listed and reported in print in the school catalogues and handbooks will become a reality. The activity program as listed and the actual practice today can be compared with the student whose I. Q. is high but grades are low.

In the future, counselors will make use of cocurricular activities to solve some of their counselees' problems as the clubs recognize their responsibility to aid all their members to be well adjusted. Faculty sponsors will be able to assist the socially backward student as well as the well-adjusted and will guide the student in satisfactory experiences. Clubs, also, will be used as a means of readjustment and the misfits will

² Warren O. Covert, "High School Graduates After Six Years," pp. 273-274, THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, October, 1951.

become a part of the group instead of being "assisted to the fringe of the group." Faculty sponsors and students will become interested in each member of the group.

In the future, teacher training institutions, colleges, and universities will provide a cocurricular activity course to train the future faculty sponsors. New York College for Teachers in Albany provides such a course for seniors and graduate students. Dr. Harry C. McKown states that this is encouraging because "... teacher training institutions have been inefficient in training future teachers to sponsor and promote organizations and activities successfully." Such a course could include the following: (1) organization and administration of school activities; (2) program planning; (3) social activities; (4) student activity promotion; (5) equipment needed and supply houses; (6) basic materials on activities; (7) functions of faculty sponsors; (8) aids in teaching a course in student leadership; (9) public relations; (10) use of community; (11) evaluation of activities; (12) practical experience as an assistant sponsor if a student and an opportunity to work on a personal cocurricular problem if a teacher.

One authority recommended that a faculty sponsor have experience as a student in high school and/or college and two years' experience as a teacher. We can hope that this will be a requirement in the future. Many times administrators ask new teachers to take on the responsibility of an activity; this is asking a lot of a new teacher because many times they are not qualified to handle the activity. Earl W. Anderson made a survey of 60 graduates, of Ohio State University, who were in their first year of teaching. His survey indicated that "... most of last year's graduates had specific extracurriculum duties which required time outside of regular school hours." Forty-nine out of the 60 had some cocurriculum duties. Almost half had two or more of such assignments. "No questions were asked about the preparation these sponsors had for the extracurriculum activities they supervised."

Three hundred twenty-three beginning teachers and 232 principals of New Jersey public secondary schools, and 22 officials of colleges and universities were interviewed and questioned about beginning teachers. 96% of the beginning teachers sponsored student activities; an average

of about three activities was assigned to each teacher.³

The school activity program will be used more extensively as a guidance tool and will receive the support of the administration because it will save some potential drop-outs and will help to meet students' needs better; the additional financial cost will be low in comparison with the extremely high cost of the maladjusted. Because the faculty will be given time to handle the activity load, there will be a sincere interest as to why some students are not an active member of a club.

Separating the cocurricular program from the curriculum and providing an activity hour implies, that the academic program is more important than the activity program and that the students mental intelligence is more important than his social intelligence. In the future, the schedule will allow the cocurricular program to function as a part of the students' school day assignment.

The future of the cocurricular program may be summarized as follows:

1. Cocurricular program will join the curriculum;
2. Improvement in the records and reports of activities;
3. "Growing demand for better prepared teachers for group work responsibility;"
4. "More progression in experience in activities;"
5. Provision will be made for an activity period;
6. Greater participation in social service agencies;
7. Constant evaluation and a readiness to change with changing philosophy.

The improved cocurricular offerings will mean that Grant Ryan's philosophy will become a reality.

"... we learn what we live to the extent that we live."

³ William S. Sterner, "Preparation of Sponsors of Pupil Activities," 275-276, THE SCHOOL ACTIVITIES MAGAZINE, May, 1951.

Need money? Then try this one:

A man wants \$3.00, and has only \$2.00. He pawns the \$2.00 for \$1.50, and sells the ticket to another man for \$1.50. Now he has the \$3.00. Simple, isn't it?—Midland Schools

A carefully structured student government, integrated into the academic system, can be of definite value to the student and his community.

The Promise of Student Government

STRONG STUDENT GOVERNMENT can and will give the individual high school student a basis for developing into a worthy citizen of his community. When he is given the opportunity to practice his initiative he no longer simply follows authority. He feels that the success or failure of a proposed project depends upon him.

St. Louis Park High School in Minnesota has an excellent student government program that has been successful for several years. The program, supported wholeheartedly by the staff, has been carefully integrated into the academic curriculum.

Basis for student government is the Student Council. In the Council sponsored Park Handbook, an official guide to conduct and regulate activities of the school, there is a summary statement of the governmental ideals. It states, "St. Louis Park High School seeks to develop, through participation in school activities, good citizenship in its students." The Council endeavors to keep this statement from becoming empty words because it promotes actively all student functions.

The Student Council represents the student body in school affairs. It consists of four officers, home room representatives, and major organization representatives. Each member of the council must have a good citizenship record plus a C academic average. This average is checked by the president of the Council at the end of every nine week marking period.

The four officers, which are president, vice-president, secretary, and treasurer, are elected by the students during the latter part of the preceding spring. Do the students really believe it is an honor to be elected an officer? The answer can be ascertained by viewing the many preparations made for the elections. Immediately after a nominating committee composed of the retiring officers, class, Hi-Y and Blue Tri presidents announces its choices, active campaigning begins. The school plant no longer seems to be just a brick structure. It is virtually alive with informal meetings, posters, ribbons, tags, and campaign stunts. Just prior to the elections a

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general student assembly is held in which each candidate has an opportunity to express his views and platform for the coming year. These officers hold their positions for an entire school year unless they withdraw from school or obtain lower than the C average.

At the beginning of the fall, home rooms elect their representatives. In addition to these students the following persons are appointed to the Council in order to give representation to all major student units:

- Editor of the school paper
- School Door Canteen chairman
- All school Hi-Y president
- Blue Tri appointed representative
- School cheer club representative
- Senior class president
- Junior class president
- Sophomore class president
- Red Cross representative
- Editor of the yearbook
- President of Letterman's Club

The Council has the power to legislate on all extracurricular activities of the school. It investigates and makes reports on all matters referred to it by the faculty or student body. On its own initiative the Council recommends improvements it deems necessary for the betterment of the high school. Individual Council members inform their home rooms of enacted Council business. In turn, the home room may make suggestions to be introduced at succeeding Council meetings.

An extremely important part of Council work is done by the standing committees under its control. Actually, these are service committees dedicated to assist in the smooth functioning of student government. Indeed, student government can succeed only if these committees succeed!

One of the foremost divisions controlled by the Council is the Hall and Building Committee. It is composed of eight juniors and seniors. The

chairman is a senior and if possible a Student Council member. He automatically becomes a member of the Council if he is selected from outside the organization because of his outstanding merits. The duties of this division are to keep halls free from loiterers, to enforce safety measures, and to see that the school building and grounds are neat. For example, if a student is found running through the halls, thus endangering himself and other pupils, he is stopped and given reasons for ceasing such actions. If the student persists in violating common sense rules, he is given the "yellow slip" and is referred to the Ethics Committee, which is the student judicial body. Successfully operated, this system relieves the faculty members from the tiresome routine of patrolling the halls before classes and during lunch hours. Actually, what is perhaps more important is the fact that the system makes pupils feel that the administration trusts them and believes them capable of handling their own disciplinary functions.

The Ethics Committee is composed of seven Council members. Its duties are to investigate reports of school violations, to improve student attitudes, to decrease tardiness, and to provide a student court to try cases referred to it by Council committee members or any faculty member. This division has the power to give detention, assign special work, or refer the case to the principal for further attention.

One of the most recently formed committees is the Honor Study Committee. This division again demonstrates that student government can, if given the chance, provide a training ground for future adult members of society as well as relieve the faculty of routine duties. This eight man committee supervises the operations of the honor study system. Three of the members comprise an administrative staff and the remaining five are hour superintendents. Since pupils carry a normal load of five subjects during the six period day, they devote their free hour to studying.

The pupils of a particular study room elect their own chairman. The chairman is responsible for seeing that study conditions prevail and his room is checked from time to time by that hour's superintendent. The important principle working here is the fact that no faculty member normally contacts the study groups. The students definitely feel that this system is a privilege and students who persist in abusing it

are brought before the Honor Study Committee. If it is found to be necessary, the student is then transferred to a study group which is under the direction of a teacher.

The School Door Canteen is the social organization with general membership open to all students. This division is the central authority for all dances and social functions. It assigns to the many school organizations the open dates on which they may sponsor activities. In addition, the Canteen holds its own functions such as a Halloween party, a semi-formal Anniversary Ball, and a spring Round-up banquet. Since the Parent-Teachers' Association underwrites the Canteen's expenses, it is able to function as a nonprofit organization. This segment of the Student Council is devoted to "create the necessary social life for the purpose of increasing school spirit and cooperation."

The Council vice-president is chairman of the Chartering Committee. This division has the power to approve or disapprove submitted charters of the various individual clubs. Thus, an organization that wishes to be recognized as an approved and functioning high school club must design a constitution that will fill a definite need and work for the benefit of the student body.

There are 10 other committees which function under the control of the Council. While not as prominent as the other divisions, they do perform necessary functions of student government. A Talent Bureau provides an outlet for students possessing special abilities and the Auditorium section of the Council completes necessary work for producing actual programs. All students who become ill for an extended period soon learn of the work of the Welfare and Health Committee which sends flowers or cards. Members of the Reception Committee are responsible for seeing that a person is on duty at the desk near the main entrance to greet and direct visitors. At various times the Finance Committee, in addition to its functional duties, provides for the publication of a student address book. The other Council sections, which have duties implied by their titles, are the Cheer, Flag, Safety, Lost and Found, and Concession Committees.

Such an organization as this Student Council, controlled by the students and working for their benefit, can provide the training ground for the future adult citizen. The more immediate re-

sults can be seen, for example, in improved faculty-student relations. It is well to note that the Council's constitution preamble states that the Council is formed to "bring about better cooperation between students and their teachers,

to promote the general welfare of the student body, to establish higher standards of character, leadership, scholarship, and school spirit and to bring about equality of opportunity to all pupils in the responsibilities and benefits of school life."

Investigation, discussion, action by student body, in cooperation with faculty, promotes real democratic situation and improves school status.

Concerning Honesty

LATE IN THE SUMMER of '51 when the executive committee of the John Marshall Student Association was holding planning conferences in preparation for the school year, the story of the suspension of the West Point Cadets for cribbing made the headlines. As a result of this publicity the attention of the members of the committee was focused on cribbing at John Marshall. They were much concerned with the problem and decided that they would like to study the question.

The group divided itself into smaller committees to investigate the question of copying homework, cribbing on tests, taking lunches, and issues of a similar nature.

These committees met without faculty supervision and explored the topic—prevalence, reasons, ways to correct, and numerous other phases of the subject. By means of observation, discussion, conversations with their friends, and other methods which they devised they arrived at certain conclusions. These were discussed among the membership of the entire committee and a composite report was compiled in the form of a panel discussion.

At this point the vice-president of the Student Association appeared at a faculty meeting to report their findings. This request was granted.

When the report was given by five students, cribbing at John Marshall was discussed and general suggestions for improving the situation were given. Time was allowed for questions by the faculty.

The faculty heard the report, asked some questions, and in turn established a committee of teachers and parents to go into this matter. Students were not included on the committee since their study had already been presented.

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John Marshall High School
Richmond, Virginia

However, the suggestion that students be invited to participate at a later time on the committee was approved.

While some of the members of the faculty thought the thinking of the students was immature and "fuzzy" or their presentation one-sided, the large majority seemed to feel that such an undertaking initiated by and carried through by the students was a highly desirable and healthy procedure. They also indicated that this study helped in presenting a picture of some conditions that could have been gained in no other way.

The committee appointed by the principal to continue the study included both sponsors of the Student Association, two classroom teachers, an assistant principal, and two parents—the president of the Parent-Teacher-Student Association and a second representative from this organization.

After several meetings of the committee, a general plan of procedure was adopted. This included:

1. Drafting a statement concerning honesty—one part stating general principles to be signed by each student and his parents and a second part showing the joint responsibilities of students, teachers, and parents and outlining the administrative policy in such matters.
2. Consulting student groups, other teachers, and members of the administrative staff for information and suggestions.
3. Studying available materials on this subject.

4. Distributing copies of the final report to the entire faculty for study.

When the committee had completed its work and the faculty had made some suggestions which were incorporated into the report, the following statement was unanimously approved:

CONCERNING HONESTY—
A STATEMENT FOR STUDENTS, FACULTY, AND PARENTS

I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an "Honest Man."—George Washington

Believing that one of the greatest qualities a person can possess is a high sense of honor and believing that honesty is a quality every student can possess, the school feels:

That it is the responsibility of the school and home, together with other groups to which the student belongs, to encourage the development of this desirable trait of character.

We believe that students can develop this trait necessary in good citizenship, if each Marshallite realizes:

1. That he shall do his homework, tests, and all other forms of work alone, unless allowed to do otherwise by his teachers.
2. That he shall use the property of others only when he has been given permission to do so.
3. That he shall always tell the truth.
4. That he shall use his influence to discourage dishonesty among his schoolmates.

After you have considered the seriousness of this matter and discussed it with your parent or guardian, please sign in the place indicated below:

I have discussed with my parents the importance of doing honest work, using my own possessions, and telling the truth. We have considered, also, the responsibilities of students, teachers, administrators, and parents concerning honesty.

Date _____ Student _____
Parent _____

Please return this sheet to your homeroom teacher; retain second page for your own information.

CONCERNING HONESTY—
THE PUPIL'S POINT OF VIEW

The members of the executive committee of the John Marshall Student Association believe that the campaign to discourage cribbing has made Marshallites realize the seriousness of cheating. Since the campaign, there seems to have been a definite decline in cribbing due in part to the realization by the students of their responsibilities and obligations in developing into good citizens. The members of this committee believe also that they can play a vital part in discouraging dishonest practices (1) by setting a good example, (2) by discussing cribbing and stressing the student's personal responsibility for maintaining a high sense of honor and for developing proper attitudes toward honesty among his classmates, (3) by studying reports on this

topic submitted by the sponsor of the Student Association, (4) by displaying the Code of a Marshallite on the bulletin boards in each building, and (5) by writing articles giving student views on this issue for publication in *The Monocle*.

THE TEACHERS' RESPONSIBILITY

Teachers, also, share the responsibility for helping students develop and maintain a high sense of honor. They endeavor to do this (1) by relating early in the semester their requirements as to individual effort in all work done, except where group work may be permitted; (2) by helping students realize that they are not working for grades as such, but learning to grow in knowledge; (3) by keeping alert to the student's needs and guiding the student accordingly; (4) by duplicating when feasible, copies of tests for each student; (5) by giving undivided attention to students during tests and by going helpfully around the room to assist them when they need help; (6) by passing pertinent information along to each other wherever it is deemed advisable in understanding an individual pupil.

THE ADMINISTRATIVE POLICY

The administration feels that a definite policy should be established to promote honesty and will adhere to the following procedure:

1. Cases of cheating and other dishonest practices should be reported by teachers to the sponsor of the Student Association, who will keep a confidential, continuous file of these reports.
2. The Student Association sponsor will refer each case to the proper counselor.
3. After a conference with the student, the counselor will take the problem to the parent and/or the proper administrator.
4. In the event of a second offense, the student will be suspended.

THE PARENTS' COOPERATION

The cooperation of parents is vital in this all-important task. By discussing the question, by discouraging any form of dishonesty, and by cooperating fully with the school in all phases of this matter concerning honesty, parents will play a definite part in moulding the character, not only of their own children, but also of all students at John Marshall.

At the beginning of the current semester, discussions on matters concerning honesty were held in homeroom groups, and printed copies of the approved statement were distributed. The first page, signed by the student and his parents, was returned for the school file; the second page, printed over the silhouette of the school, was retained by the student.

Although a year's work was required to complete the plan, the genuine interest of the students, the approval of the faculty, and the cooperation of the parents seem to indicate that this study will insure improved conditions in matters concerning honesty at John Marshall.

A review of what has been prevalent in the past should be a stimulus to better achievement for the present and future.

Then and Now in School Activities --- Football

WE HEAR A LOT about the good old days in education. It seems that the comparisons are made by old men in their dotage (no nobler explanation is apparent) who, in their mental decay, enjoy reminiscing about the real or imaginary situations in their youth when they were still young and capable of enjoying life. Therefore, let another man sound off—a man who is old enough to remember clearly the first decades of the twentieth century but not yet old enough to be senile; also, a man who was engaged in school activities clear up to his ears in the good old days and who was a disciple for them then and still is now.

Many things about football in those days were not good. It may be that in some schools today some of the weaknesses of forty or more years ago are still extant. If so, a review of those weaknesses can serve as a check list for present-day coaches and athletic managers in their efforts toward self-initiated improvement.

John Sherman came out for the team in his freshman year in 1910 (6-3-3 organization was not known then in most of the United States). He was too young and immature to compete with the older boys, however, and dropped out before the first game was played. In his sophomore year, he was older and larger, he earned a place on the squad, and he practiced diligently all season. In his junior year, he played in every game, and at the close of the season was elected captain for his senior year, at which time he was chosen all-state. During those four years, John saw how football was played, managed, and coached during what his contemporaries now call the good old days. Let us see how good it was.

Coaching

There was no coach in 1910 and Ed Price, a high-school senior who was ineligible to play on the team, served as coach. But the next year, the school board employed the first football coach in the city's history. During that second year, the city began the construction of a second high-school building only one hundred yards

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from John Sherman's house on the north side. Therefore, John finished high school in the new institution.

The school board and superintendent were so foolish in the fall of 1912 as to assign the 1911-elected coach to serve both the old high school and the new one, dividing his time between the two teams on alternate afternoons. The folly of the arrangement finally was made clear to the administration by the coach himself, and starting late in September the board instructed the chemistry teacher in the new school to add football to his duties.

That chemistry teacher knew chemistry—and science teaching in general. In fact, he later became a world-renowned authority in science teaching and a full professor at a large eastern university. But his knowledge of football was atomic—that is, about the size of an atom, and his influence with the boys was as impotent as an unsplit atom.

The poor chap's ignorance and impotence invited unauthorized outsiders to come snooping, sniffing, and sticking around with either noble or ignoble motives. Two last-year's graduates and football players from the older high school sought avenues for assertion through self-assigned roles of assistant coach. Both the chemistry teacher and the squad members resented the molestation, but the intruders' urges to show off inured their sensitivities to slights.

A university end, an employee in the local school system, through a recognition of need bordering onto a "God-given call," also came to lend a hand. He really knew his stuff, and the squad members respected him. The chemistry teacher, however, resented the intrusion and unintentional intimidation, and reacted sulkily. The former Big Ten athlete was more thin-skinned than the two recent high-school athletes, and he withdrew gracefully after the chemistry teacher

tore into him one evening and the two quarreled violently in the presence of the squad.

During John Sherman's fourth year, a newly employed history teacher served as coach. He knew no more about it than the chemistry teacher, but he had more gall and was able to get by on bluff.

There was one piece of good fortune among the numerous irregularities at the new high school: the members of the football squad elected as faculty manager a young mathematics teacher who had an excellent influence. Several years later, he became principal of the school. Although the boys made a wise choice, team election is a poor way for selecting faculty managers.

The nature of the practice periods under the motley of coaches ranged all the way from the sublime to the ridiculous. Even under the one and only real coach, in John Sherman's second year, some objectionable things occurred. Practice periods usually were too long and severe. Scrimmage was held daily. The boys were worked until it became too dark to see the ball. When game time came, the boys acted more like plow horses at sundown than race horses at sun-up. It was not unusual for players to be sent into games with several sprained fingers or with large patches of skin worn off from contact with the hard, dry practice field.

While even the good coach was working with the backfield, he had linemen drawn up into two opposing rows butting their heads together like enraged billy goats for an hour at a time. Another coach nailed a two-by-four across the goal posts three feet from the ground and had the boys tackle a dummy on the other side after diving under the timber.

All coaches behaved more like judges than teachers. They sent boys into scrimmage and then stood by to see which ones excelled. It seemed never to occur to them to teach a diamond in the rough so as to lead him out to make the most of his talents. If a boy was good already, he was rewarded; if he was not, he either acquired competence by self-coaching or else remained poor.

In the course of a game, each coach sat on the sideline, not so much to diagnose elements of strength and weakness in his team and in the opposition, like a scientific teacher, but to judge. If his team was losing, all he knew to do was shout, "Fight, fight!"

Equipment and Facilities

Back in the good old days, football boys were not pampered with paternalism. Every boy bought his own pants, shoes, helmet, and padding. All that the school purchased was shirts and socks, and even these were withheld except for games, when the first fifteen boys were issued uniform garments for the afternoon. Most of the boys had no helmets; and those who did were but little better off, since the helmets were nothing but thin cotton pads. It was a custom in those days for football players to let their hair grow long until after Thanksgiving, leaving it to nature to provide the upholstery.

What if a boy were knocked out, was it not for the glory of Alma Mater? The history teacher told the story of an Eastern college player named Hart, who went into a game knowing he had a broken neck but wearing a special harness to protect him, and all the boys looked upon Hart as a hero.

All that the school purchased in those days, besides the few shirts and socks which were supposed to last for five seasons, was two footballs a year. Football was not a big business or a racket in the good old days. The schools didn't even have lockers or showers. Stealing and stinking—stealing from football players and stinking by them in their sweaty, unbathed state—were normal expectations.

The older high school had no football field. Practice was held a half-mile away on a site which had been a junk yard previously, and the junk had not all been removed. John Sherman fell on a piece of scrap iron during practice one evening and cut his thigh so seriously he lost two weeks. Some large steel boilers still remained on the field, and they were used for different purposes. The linemen pushed them around for charging practice, and on a rainy day the whole squad crawled into one to keep dry. When cozy and dry in the huge boiler, the coach sought to "improve the dull delay" by promoting a smut session, which he led by telling the first foul story.

Things were better at the new school. It had a practice field behind the schoolhouse, but the first year there the field was not leveled or seeded to grass. The dust and the irregular surface gave good training for one of the road games, however. The field for that game was cleared of corn just the day before, and the sharp corn stubble jabbed the players to the bleeding

point, but the dust was so thick it facilitated coagulation and stopped the flow of blood before anybody hemorrhaged.

More About Physical and Moral Injuries

Football squads were smaller in the good old days. An extra lineman and an extra back, plus a utility man or two, were presumed to be enough beyond the starting eleven. If a player got lime in his eyes from the marks on the field, twisted a knee, sprained a few fingers, got the wind knocked out of him, or a tooth knocked out, that was all in the game. Substitutions were kept in reserve for replacements in case a regular really got hurt. For example, John Sherman suffered a concussion in one game and did not regain consciousness until the next day. That justified a replacement; nobody but the coach dared be unconscious. In an earlier game, John nipped the dorsal spine off one of his cervical vertebrae but did not know it (beyond sharp pain) until the game was over.

All coaches objected to boys' smoking during football season; but one of them recommended chewing tobacco instead. The boys took to the idea avidly. They also got a thrill out of spraying an opponent with amber when tackled or blocked.

Officiating was lax. Long times out for arguments over rules were frequent. A smart team captain carried a rule book in his helmet—if he owned a helmet. Referees' work was complicated by plays wilfully designed to escape the letter of the law. In one game, the coach put on a suit and played halfback.

Offenses outside the control of referees were worse. State control was lax, permitting numerous irregularities. The median age of the team members when John Sherman was a sophomore was 20, with one player 26 and another 25. (By the fall of 1912, the state association became more vigilant and awarded a defeated team a verdict of 1 to 0 when it produced evidence that this same older-school team used players past 21.)

"Corn-stubble" town played the meanest trick. The school had only 14 boys in school, and 13 of them were on the football squad. Although the 13 were an exceptionally large and tough lot for highschool age, they feared their chances against the city team which John Sherman captained. Therefore, they poisoned the whole team of city slickers at lunch a few hours before game time. John started feeling rum-

blings abdominal not short of phenomenal during the fourth quarter, and it was only by exercising extreme constraint that he was able to complete the game without calling time out. It was then that he learned his whole team felt the same way; they all made a bee line for the same place. It might have been intended for "innocent" purposes, but the left end never recovered, and died the following Wednesday.

A Check List of Errors

It is hoped that conditions and episodes such as John Sherman witnessed are things of the long ago. But maybe some of them are extant today. Coaches driving boys on pavement-hard practice fields, making football practice infinitely more strenuous and violent and prolonged than the game itself, and cursing players, for example, are known to be faults in football not confined to the "dark ages." A check list of items witnessed by John, therefore—not intended to cover all items known to be essential in football coaching and management—can serve the coach, who would be circumspect to catch some essential matters in his efforts toward self-improvement. More important, it can serve to show how football has improved since the good old days.

1. The school had either no football coach or one who was incompetent or unethical.
2. Unauthorized, self-appointed outsiders intruded to help coach. The regular "coach" and one of the outsiders quarreled violently in the presence of the boys.
3. The boys elected the faculty manager.
4. Practice periods were too long, too strenuous, and too hazardous.
5. The first game one year was not played until Columbus Day.
6. Too much practice time was given to scrimmage. On the other hand, much of the practice time was devoted to activities which had too little resemblance to the game.
7. Coaches were interested less in teaching boys to play football than in screening the ones who already knew how from those who did not.
8. Coaches were not analytical diagnosticians of football.
9. Coaches were prone to curse their players.
10. Football squads were too small.
11. Equipment, especially protective equipment such as helmets, was inadequate. Boys had to provide much of their equipment themselves.
12. Coaches were inconsiderate of the physical welfare of their players.

13. Schools had no lockers, and thieves ransacked players' belongings.

14. There were no showers.

15. Some schools had no playing or practice fields, and the improvised ones were poorly located and ill-chosen.

16. School-owned practice fields were ill-kept and too hard.

17. Coaches led boys into telling and listening to smutty stories.

18. Coaches encouraged boys chewing tobacco.

19. Boys were not disciplined for spitting tobacco juice on opponents during games.

20. Officiating was lax and officials incompetent.

21. One team, at least, was poisoned by its host.

22. State control was lax.

23. Eligibility rules were ignored.

24. Plays of questionable legality were concocted by coaches.

25. One coach, at least, put on a suit and played in the game.

Editor's Note: This is the first of a series on "Then and Now In School Activities," by the same author. The series is not based on research, but on the experience and observation of an educator who is old enough to remember clearly the situations of forty or more years ago but still is not yet in his dotage, and who both then and now ranked high among the participants and disciples of school activities. If any of the unwholesome situations described as more or less standard forty years ago are no better in some present-day schools, the weaknesses can serve as a check list for conscientious sponsors of activities who would employ a self-initiated plan for improvement. This explanation was written by the author of the articles.

An enriched intramurals program, sponsored by the various departments, offers opportunity for enjoyable recreation and boy and girl participation.

Coeducational Recreational Activities

TODAY, the term Intramural athletics has generally become accepted as the proper designation for all those activities taking place within the boundaries of a particular school or institution. We therefore, confine the term Intramural to activities of one particular school, either among individuals of that school or among teams of the same school that compete with each other.

The growth of Intramural athletics has been tremendous but up to the present time most of the growth has been on the hit and miss nature, with more emphasis being placed on the departments of physical exercise and varsity athletics. Athletic activities grew up almost independently under student and alumni control and consequently the varsity program in which the aim of winning was considered so important entirely by-passed other forms of athletics.

Even with these great efforts that are being put forth, it is evident that there are certain students who cannot be reached by voluntary means and these students are the ones who need exercise and sociability the most.

Students should not be compelled to take part in intramural activities; but those who do take part should have every chance to do so during out-of-school hours.

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Chandler, Arizona

Before taking up coeducational activities I would first like to bring up a few of the objectives of Intramural sports:

1. Some form of recreation should be provided so that the students' leisure time is employed in a wholesome way. The sports should never be organized to the point where the fun is also organized.

2. By engaging in intramural activities, one helps to broaden one's social contacts. The chance to meet other individuals of one's own age from various sections of the country is one of the most valuable experiences that a person gains in his school life.

3. Group spirit is brought about also by the feeling that the individual belongs to a cause that is larger than one's individual self and if necessary to sacrifice one's own interest for the welfare of the group.

4. Better health is also attained thru intramural activity. Exercise develops the muscles of the body and aids in healthful posture.

5. Certain carry-over activities are attained by engaging in intramural activity.

6. Athletics develop strength and endurance for muscular coordination that makes for agility and confident control of one's movements.

Recreational activities vary with persons and with groups. The physical condition of the individual, the level of intelligence, the type of temperament, the age and sex of the person, as well as his tastes and wishes, all will have an influence on them.

I. Coeducational Recreational Activities

A. Coeducational sports fit readily into much of the recreation program. They are excellent for social training, very popular, and should be more widely used.

B. Sport days are one method for handling coeducation as a part of the intramural sport program.

C. Boys can learn consideration in their attitude toward girls and girls can learn sportsmanship in their play relationships with the boys.

D. Social dancing has played a large role in coeducation and at the present time, is generally accepted as a legitimate activity for the school to sponsor. Folk or square dancing is having a rapid growth throughout the country.

E. Dancing is very popular during the winter season and social dancing lessons are given each Friday for a ten week period. These lessons were considered an intramural activity and each student was credited with participation in social dancing in the spring intramural reports.

Very few intramural departments carry their program far enough into the recreational and co-recreational fields. The intramural departments need not sponsor all desirable activities, but should support all types of wholesome recreation. The first requirement for such activities is complete cooperation between the teacher in charge of the activities. Students can help with the organization and the more they have to do with the management, the more interest they will show in the success of the undertaking.

We all realize then that co-recreation is making increasing demands on student and faculty and athletic advisers. The program offered should not be one that requires much skill, training, and ability if the large percentage of the student body is to be reached. Councils, association,

and other groups should take the responsibility of a co-recreational program and any problems that come up should be handled by these groups.

It should be sufficient to state that each organization should have an understanding of the purposes and efforts of others who are working toward the same goals so that all groups in the college recognize and respect the functions of others. Those activities that are usually taught in an instructional program of physical education should probably be offered in the intramural program sponsored by the school physical educational department.

Students need to be physically and socially prepared to work with members of their own and opposite sex. Certain students should participate in more vigorous sports where greater strength, endurance, and coordination are needed while other students can gain a great deal through the less strenuous activities.

The social values that are gained through meeting strangers, playing and enjoying games together can bring an immeasurable amount of happiness to those individuals involved. Direct experience may be offered through intramural recreational programs and should be available to as many students as possible.

The intramural program should set by certain functions that would satisfy a good recreational program. It should provide non-competitive as well as competitive activities. These programs should provide recreation in individual and team sports and relationships among male and female students, and student and faculty groups should be enrolled through participation in the program.

Today it is necessary to help guide young people who are still in their adolescent period in their search for new interests and surroundings.

It is not the academic curricular but rather the extracurricular activities such as those that are found in the well-rounded intramural program that offers the richest opportunities for young people of opposite sexes to meet each other under favorable conditions.

Progress in co-recreational activities is still slow, partially due to the many taboos that are involved, but if the aim of education is forward then this movement for co-recreation should become more prominent in progressive physical education programs.

The following conclusions were accepted as pertaining to a co-recreational program:

1. Every school should offer at least one activity for co-recreation.

2. Swimming is becoming more popular with both sexes.

3. Lack of finances will sometimes bring the co-recreation plan into effect as facilities will be fewer and joint usage will be necessary.

4. The most commonly offered co-recreational activities are:

- tennis
- dancing
- archery
- badminton
- golf

To organize activities, different instructors will use different methods:

1. In mass game activities, the hour should be planned so that every minute is utilized and the game can be changed often.

2. Leaders are used to keep score, officiate, and handle all equipment, so that action is brought about as quickly as possible.

3. Boys' teams should not play against girls' teams. In all games, it is best to mix the boys and girls on different sides.

Co-recreation should have the necessary organization before being introduced into a school.

1. It is necessary that you have the cooperation of both boys and girls in order that the activities can be sponsored by the different departments.

It is necessary to develop a wholesome companionship with the opposite sex.

1. You must make co-recreation as pleasant and enjoyable as possible.

2. Start with activities that are not too highly skilled.

What to do with our leisure time is becoming more of a problem to the schools of this country. It is a necessary fact that we must train our young people to use their leisure time intelligently and profitably. Unless leisure time is better utilized when in school, there will be much more leisure time wasted while in adulthood. Physical education must train the individual to use his leisure time intelligently and profitably in terms of health and happiness.

To date, it has been customary to send the boys to one area of the school campus for their

physical education and the girls to another. It may be brought out however, that this condition will not be altered unless the adults can understand the meaning of co-recreation and the great benefits obtained from this type of training. School life and environment provide the greatest opportunity for boys and girls to become better acquainted and to understand each other during this early period of their lives. It is with this observation, that the physical co-recreational program maintains itself as a great asset to the future of our young people.

It will be necessary that all schools organize their programs so that boys and girls shall share together the equipment and services of an instructor so that no one will leave school a "recreational illiterate."

Co-recreation is an established fact in American education today and mixed activities are what everyone is striving for. First, however, we must pick activities that everyone will be interested in and also choose an environment that is conducive to normal social life between the sexes, and in which boy and girl friendships are approved and encouraged. Parties, dances, and singing clubs are a good way to introduce other mixed activities.

Many people realize that it would be impossible to have mixed athletics in every sport, therefore, it should be brought about and approval should be given for boys and girls to play together in the athletic games in which girls are at a distinct disadvantage, and which do not involve physical contact. Competition between the sexes should be looked upon with disapproval as this might actually prevent the relationships that are being sought.

There are many fine sports that can be used in co-recreation as mentioned before—here are a few more—bowling, hand tennis, shuffleboard, softball, volleyball, etc.

Some points to be considered in organizing a co-recreational program.

1. Enlist the cooperation of other teachers. Form a committee from the faculty, students, and community leaders.

2. Start on a small scale and build gradually and sensibly.

3. Organize the program ahead of time and use techniques of advertising and publicity which will prepare the group in advance.

4. Use movies and visual aids to set the stage.

5. Discuss co-recreation in health and physical education classes.

6. Show the connection between the program and life itself.

7. Select proper teachers as sponsors. For better results pick those who are admired by the students.

8. Set the situation and utilize leaders so that courtesy and manners are in vogue with the group rather than teacher-imposed.

9. Let the students take responsibility for a code of ethics.

10. Instruction in skills should be given separately to the sexes, although it is some-

times feasible to let some of the boys instruct the girls.

11. Use a wider variety of activities including sports and games, hiking, stunts, dramatics, camping, discussion groups, clubs, music, crafts, special parties, and pageants.

12. Parties must be happy and joyous. Eliminate the frigid and the conventional.

13. Use competitive elements whenever possible.

14. Try a little required co-recreation somewhere in the physical education program.

15. Open and supervise the playing courts and swimming pools over the week-end.

It is important that a survey be made to ascertain interest, participation, and justification of the successful activities program.

A Plan for Diagramming Activity Participation

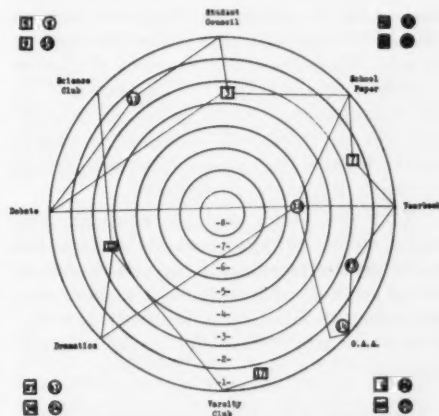
PATTERNS OF STUDENT PARTICIPATION in the high school activity program may be shown on a simple, easily-prepared diagram which affords a graphic portrayal of such factors as the number of organizations to which individual students belong, differences or similarities in the memberships of boys and girls, characteristics of activity interests in the high school classes, and the extent to which participation is distributed among the student body. A partially completed sample of such a diagram appears in the accompanying illustration.

The diagram resembles a target in its appearance and in the numbering of the concentric circles of which it is comprised. In each ring of the target are placed the symbols which represent the individual students whose number of activities is the same as that assigned to the ring. Thus, the ring numbered "3" will contain symbols for all students who take part in three activities, such as those who are identified by the numbers 3 and 10, while the "1" ring is for those who belong to only one organization, for example, students number 14 and 17.

Conventional sociometric symbols are used to distinguish between the sexes. Boys are shown by a square enclosing the identification number,

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of which examples are numbers 3, 5, and 10, and the circles represent girls, as in the cases of students whose numbers are 11, 13, and 23.



Sample Diagram of Student Participation in High School Activities

The eight target rings in the illustration permit the diagramming of individual membership in that number of student organizations. A larger or smaller number of circles may be used as needed to fit the local situation.

Patterns of membership will appear more clearly if distinguishing colors are used for each of the school's classes. Thus, for a four year high school, the circles and squares representing freshmen may be colored green, those for sophomores red, and blue and orange may be used for the juniors and seniors.

The identifying numbers preserve anonymity for the students whose participation is diagrammed, yet reference to a numbered list permits ready identification for guidance purposes.

As the reader may surmise, the symbols which appear in rows outside the circles represent students who do not belong to any extra-class organization. Non-participants in the school's activity program are readily identified from these locations.

The light lines connecting the individual's symbol to the names of the organizations may be omitted if they make the diagram too complicated for use in a large school. However, if space permits their use, they are an aid to understanding the pattern of student participation. For example, boy number 7 is active in the school paper and the yearbook, while girl number 11 takes part in debate and is a member of the student council.

The chart is more easily read if the symbols which represent individuals are located with regard to the organizations in which memberships are held. The square for boy number 17 appears in circle 1 near the Varsity Club, which is the only organization to which he belongs, and the circle for girl number 23 is located in ring 2, halfway between her two activities, the yearbook and the Girls' Athletic Association.

A 22"x28" poster card, on which the concentric circles are spaced an inch apart, will permit the diagramming of the participation of several hundreds of students. It is large enough, with sufficient detail, for group study in a committee, or it may be used for display at larger meetings.

Editor's Note: Dr. Harris is assistant professor of education of the University of North Dakota at Grand Forks. He has had wide experience as a high school teacher and principal and as a college teacher.

What You Need

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Pyrocon modeling material is produced by General Glaze Corporation, 100 East 20 St., Baltimore 18, Maryland.

TEACHING ALBUMS

Two new teaching albums by Ed Durlacher are now available for folk or square dancing. Album 6, entitled "American Couple Dances and Mixers" includes three 12 inch records with full oral walk-through instructions. A fourth 12 inch record has music for each of the dances. The instructions are offered for simplicity in progressive teaching.

The second Album, number 7, is "Honor Your Partner Rhythms." It is specifically designed to aid in teaching rhythms and musical appreciation in the early development of children. It starts with rhythm instruments to the beat of music under the guidance of Ed Durlacher. Melodies are added for walking and marching; trotting, leaping, and galloping; hopping and skipping; heavy walking; bird and flower interpretations, and special occasions. It contains three 12 inch records. Square Dance Associates, Dept. NS, Freeport, N.Y. (Key No. 470).

ASSEMBLY PROGRAMS

for February

Activities are colorful, gay, and glorious. Valentines, flags, and birthday candles symbolize February. It is the month for sweethearts, patriots, and poets. The ancient Romans observed it as the month of purification. Emphasizing Brotherhood Week is timely. Other occasions are Good English Week, National Week of Song, and Boy Scout Week.

Boy Scout Week honors the organization. The birthdays of Buffalo Bill (William Frederick Cody) and Daniel Boone can be presented on the Scout assembly. Demonstrations of signals, troop projects, and safety rules make a worthwhile assembly.

Thomas A. Edison's birthday, February 11, can be celebrated in an assembly. In securing properties for a recent play, Enid high students discovered old phonographs dating to the first Edisons. This would be the nucleus for a good science assembly.

The English novelist Charles Dickens influenced the lives of all Englishmen. Why not portray his characters in honor of his birthday February 7? Little Nell, David Copperfield, and Oliver Twist will inspire the participants and the audience.

IMPROVING THE EMCEE

The emcee is the salesman for an assembly program. He provides the continuity and ties the numbers together. This is the unity which points up the theme. The rating of an emcee depends on his enthusiasm, voice, and poise.

First, the audience must hear him. He speaks clearly and is at ease. His posture is natural and not stereotyped. He smiles; a pleasant manner welcomes the guests and students. His sense of humor helps him to overcome unexpected difficulties. If superior, he can ad lib to cover deadspots. He knows what to say and when to say the right speech.

Occasionally students elect a popular leader who has difficulty in facing an audience. This person must be taught that there is no short cut to success in public speaking. Faith in himself must be fostered, so that confidence rings in his voice and shows in his posture. He must be taught to forget himself and think of the welfare of his audience.

UNA LEE VOIGT *Enid High School* Enid, Oklahoma

Correct attitudes toward the speech activity, through analyzing his own stagefright is the first step toward improvement. Starting with his good points, he can build self-confidence. Practice and experience is his second step. He should speak to all the audience, give announcements enthusiastically, since he promotes good fellowship. He *sells* the program.

GOOD MANNERS ASSEMBLY Student Council, Social Science, and Speech Departments

Suggested Scripture: Ephesians 4:25-32

The King and Queen of Courtesy preside at this assembly. They attain the honor through nominations and elections in home rooms. The program is planned around the theme—True hearted, Wholehearted Loyalty.

Ladies and knights from literature are presented. The seniors show Una and the Red Cross Knight from Spencer's *Fairie Queen*. The junior class presents *The Skeleton in Armor*. Sir Launfal, Sir Galahad are contributions of other classes or home rooms. Emphasis is placed upon the services and requirements of knighthood. A skit may show how a boy becomes a knight. A cutting from "Connecticut Yankee in King Arthur's Court" is a humorous number easy to present. Armor is made from cardboard painted silver. Sometimes children use rings. It is surprising how their original ideas solve problems in costuming and production.

Longfellow High School students in Enid presented a program dedicated to the King and Queen of Courtesy. Songs and dances were given before the court. Election of the royalty climaxed Courtesy Week sponsored by the Student Council. Principal Tommy Liming and Doris Mae Mahaffey, speech instructor, initiated the activity. At Emerson, the slogan for the week was: "Watch Your Manners, Others Do." The Student Council presented skits showing good manners in home and school.

Courtesy Week is an annual tradition in the

schools of Enid and it is climaxed by assemblies. A simplified program for the elementary group centers around telephone courtesy.

Characterizations include the gossip, cross patch, the shouter can be contrasted by showing how the polite child wins friends. Humorous and dramatic readings are enjoyable. Pupils are able to give original versions too. Right ways show the audience how to attain success through kindness, thoughtfulness, and politeness to others.

BIRTHDAY ASSEMBLY

Social Science Department

Suggested Scripture: John 14: 1-6 and John 8:32

The theme for the birthday assembly is **Greatness or Heroes**. A chaplain from the last war may be the speaker of the day. Stressing characteristics which create greatness can be presented in this assembly program.

Fools and Foolishness by Dr. Harry C. McKown, is a serious, worthwhile book which gives creative inspiration to student script writers. Amusing and different ideas give food for thought-provoking skits presented on the assembly.

Lincoln's greatness is shown by a scene emphasizing honesty. The return of the borrowed

book and the over-charging of a customer are two incidents for presentation. Honesty need not been mentioned; it is learned inductively. Tolerance can also be cited in Lincoln's portrayal.

Scenes from Washington's life emphasize reverence and truthfulness. We may discount the cherry tree incident but history records that Washington's word was above reproach.

The incident in which Washington reminded his troops to refrain from swearing will highlight reverence. A student can read his message. **Rules of Civility** were written when Washington was a boy. A scene can show him writing in his copy book with a quill. Then he reads what he has written.

Edison defined greatness as 90% perspiration and 10% inspiration. Incidents can show how he labored to make the electric light. This is easy to present.

Other birthdays are those of Lowell, Longfellow, and Dickens. Even Charles Lamb's **Tales from Shakespeare** are adaptable for literary numbers.

The scouts can be used to show bravery. Daniel Boone's "Elbow Room" was dramatized by eighth grade students.

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1952-1953 IS:
WHAT FORM OF INTERNATIONAL ORGANIZATION SHOULD THE UNITED STATES SUPPORT?

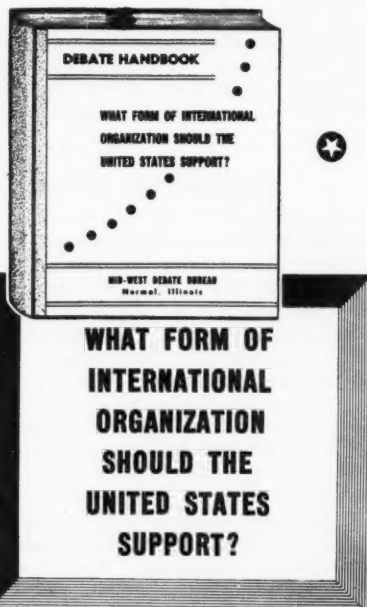
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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

A birthday cake, in reality a large hatbox covered with salt and flour icing, can hold the candles (small flashlights). Each candle is a number. When the emcee takes a candle from the cake he announces the number.

For the closing number the poem "Gradatim" or "The Builders" is effective. "Footprints on the sands of time" is the purpose of the participants in the Birthday Assembly.

GIRLS' ASSEMBLY

Girls' Organizations

Suggested Scripture: Judges 9:7-15

Women's contributions to America can be the theme of an unusual assembly. Martha Washington, Molly Pitcher, and Dolly Madison speak from the pages of history.

Sweethearts of literature, Evangeline, Pocahontas, and Minnehaha are effectively portrayed through poetry interpretations. These may be accompanied by soft background music.

A citizen of the community can show her doll collection. Dr. Ethel Manhan, Director of Elementary Education at Phillips University, gives inspirational talks and demonstrates her valuable doll collection. Another Enid citizen makes costumed dolls representing the presidents' wives. She has appeared at school assemblies and meetings in Enid. Children who have traveled in foreign lands have valuable dolls. A doll assembly is a worthwhile program for elementary groups.

Women in today's world is the subject of public addresses. When properly delivered, these speeches are inspiring. The introduction sells this type of speech.

February 17 is the birthday of Frances E. Willard, American social reformer and educator. She advocated women's rights and was president of the Women's Christian Temperance Union. An assembly stressing temperance is timely for this group. Information for this assembly can be obtained from local organizations. "Two Faces" is an effective temperance reading that has stood the test of time.

SPEECH ASSEMBLY

Speech Department

Suggested Scriptures: I Corinthians 13

In this thirty minute assembly, the Ten Commandments of Speech form a basic theme. An extemporaneous speech entitled "Speech Marks the Man" is the first number. It is followed by an interview on "Why Take Speech." The first speech emphasizes the general aspects. The interview presents the personal angle.

Dr. E. C. Buehler in his book, "You and Your Speeches" has ten commandments of speech children like to present in programs. The first commandment is: "Be Yourself." Pupils show how speakers break the rule. It does not take the audience long to see through sham and insincerity in a speaker.

"Say something worthwhile" is the second commandment. The students may read cuttings from the world's best orations. The emcee points out why great speeches have stood the test of time.

"Speak from the heart" is number three. A committee of students used Dr. Buehler's suggestion for dramatization. Other illustrations can be devised.

"Don't Apologize" is always humorous. Boys and girls imitate the apologetic speaker who states, "Unprepared as I am."

Number five, "Be Friendly," was illustrated with Mark Anthony's scene from *Julius Caesar*. On this presentation the basic principles of pantomime were shown.

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40	12	40	32	26	21	18	15	11	10		
50	12	44	36	28	23	19	16	12	11		
60	12	48	40	32	26	22	18	15	12		
70	12	52	44	36	30	25	20	17	14		
80	12	56	48	40	33	28	23	19	16		
90	12	60	52	44	36	31	26	21	18		
100	12	64	56	48	40	34	29	24	20		
110	12	68	60	52	44	37	31	26	22		
120	12	72	64	56	48	40	34	29	24		
130	12	76	68	60	52	44	37	31	26		
140	12	80	72	64	56	48	40	34	29		
150	12	84	76	68	60	52	44	37	31		
160	12	88	80	72	64	56	48	40	34		
170	12	92	84	76	68	60	52	44	37		
180	12	96	88	80	72	64	56	48	40		
190	12	100	92	84	76	68	60	52	44		
200	12	104	96	88	80	72	64	56	48		

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News Notes and Comments

National Teen-Age Road-E-O

By taking top honors in the National Teen-Age Road-e-o held in Washington, D.C., August 20-22, Martin G. Desilets, Longmeadow, Mass., became the nation's first "teen-age driving champion." This title, along with a \$1,000 scholarship and an impressive three-foot trophy, was



bestowed upon the 18-year-old driver for outscoring 34 other state driving champions in the highly competitive contest.

The Road-e-o was initiated this year by the U. S. Jaycees in an attempt to find a realistic solution to the nation-wide complaint that teen-agers are our most dangerous drivers. The complaint is backed up by the fact that accidents involving drivers under 25 years of age are much more frequent than in any other comparable age group.

Most of these accidents have been traced back directly to the teen-agers' pride in their driving ability. Too often this pride results in their driving recklessly and at a high rate of speed—and that is where the Teen-Age Road-e-o entered the picture. The Jaycees, after two years of study, finally decided that by developing a safe driving contest the teen-agers' attitude could be changed into pride in driving **safely**, rather than recklessly.

"The United States Junior Chamber of Commerce and the Liberty Mutual Insurance Company deserve real applause for their efforts to promote better and safer driving."

Shown above, a young contestant is backing through the serpentine course, one of the toughest obstacles in the skill tests conducted during the first National Teen-Age Road-e-o, held in Washington, D.C., August 20-22.

Schools and Prisons

Of the inmates of federal prisons in 1950, 31.6 percent were educated no higher than the 4th grade level.

The education of 51.1 percent of the inmates was from the 5th to 8th grade levels.

Only 17.3 percent of the inmates of federal prisons had gone beyond the 8th grade.

Regarding the Curriculum

New questions are being asked when music programs in public high schools are appraised. In an inventory being prepared in the Illinois curriculum improvement project, some key questions will be: Does the program reach all pupils, not just those with talent for the band, orchestra, or choral groups? Does it encourage creation of music through composition, improvisation, playing by ear? Does it aid students in choosing worthwhile radio and TV broadcasts? Does it acquaint all students with the role of music in the development of American culture? Does it relate music to other fields of learning? Does it develop ability in pupils to get along with others, to work in groups, to lead, and to follow? Is student morale and enthusiasm put before teacher and parent qualification? Is instruction such that pupils think of music as a pleasurable experience.

—Education Summary

Discussion Aids Offered by N.A.M.

The National Association of Manufacturers has published its **1952-53 Catalog of Discussion Aids**, offering without charge 79 booklets, posters, motion pictures, and other materials. Subjects covered in these discussion materials include vocational guidance, inspirational themes, current economic problems like competition and the size of profits, communism, and American history and philosophy. The catalog is available from the Special Services Department, National Association of Manufacturers, 14 West 49th Street, New York 20, N.Y.

Canal Zone Students Initiate Project

A program of school citizenship that would be worthy of leading citizens in the most enlightened community has been initiated by the Cristobal High School Students' Association, it is learned from the Canal Zone School Bulletin.

The plan put into effect by the students of

this school is to help keep the building and grounds looking their best at all times. A contest is sponsored by the Association among the four classes, each of which is responsible for the appearance of the building and grounds for a week at a time. The duty of the class is to keep all litter (paper, etc.) picked up and to reprimand any student seen carelessly tossing waste paper about. As an incentive, a prize of \$20 has been offered to the class that best accomplishes this project.—N. C. Education

Scholarships for 1 in 20

Institutions of higher education are providing 125,000 scholarships for undergraduates valued at 27 million dollars, and 14,000 graduate fellowships valued at 9¼ million.

"This is tangible evidence," says Commissioner McGrath, "that the people of the United States believe that poverty should be no barrier to the pursuit of higher education."

He believes, however, that these aids are not enough. "Many hundreds of thousands of high school graduates, just as able and ambitious as those in college, each year fail to begin or to complete their higher education, principally for financial reasons."

Television and Education

Television's offering is rich, stimulating. Its weakness is its mixture of high and low standards, of high art and foul cheapness, its cultural irresponsibility. But that's the way the world is mixed up. It is the duty of the parent and the school to help the child to select. We have picked the books we want our children to read, the clothes we want them to wear, the movies we want them to see, the museum we want them to visit, the friends we like them to have, the hours we want them to keep. Now the entire world is on the screen in our home. We can exclude the mediocre by flipping the dial—if the kid doesn't let out a yell.—Sam Levenson in *Variety*.

Noxious Nicotine?

Deaths from lung cancer jumped from 6,732 in 1938 to 16,450 in 1948—or 144 per cent. Dur-

ing the same period deaths from all types of cancer rose only 31 per cent. Some doctors believe that the increased number of deaths from lung cancer is linked with the increased use of tobacco. They caution heavy smokers who are past forty to have a chest X-ray every six to twelve months.

About Contests

How many contests should the pupils in the school enter? Which are really valuable educationally? Which justly commercial promotion schemes? The National Association of Secondary Schools' *Bulletin* reviews contest each year and announces the approval list in its *Bulletin*. This year's list appears in the October, 1951, issue of the *Bulletin* of the Association of Secondary School Principals.

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How We Do It

STUDENTS CONTRIBUTE TO "SAVE A CHILD" IN EUROPE

"Helping hands across the ocean." With this thought in mind the students of Chisholm High School, Chisholm, Minnesota, undertook the plan to "Save a Child." Students contributed almost all of the \$96 collected for the project which was directed by the Student Council and its president, Jim Oberstar. Four packages, including food and clothing, were sent to the child who was selected.

In August of this year a case history of the child was received, which includes a picture of the boy, Volker Schwartz, and some of his background.



Volker, who is 9 years old, was born in Hamburg, Germany, in 1943. His father, an engineer in bridge building, was called to the army and killed in the war. Because of air raids and warfare, the mother and her three small sons, all under six years of age, had to be evacuated from

the country.

In 1945 the family fled before the approaching Russians. The mother put her three children into a cart and started on the journey to Bremen. After a four weeks' trip the family finally arrived in Bremen where they found refuge with their grandmother.

The mother, who is in poor health, was unable to work for any great length of time, and so the family is now living on a small amount of relief.

Volker is a pale child in delicate health. He is serious beyond his years. In school he is a good student and is also actively interested in sports, especially swimming.

Besides the case history, two notes were also sent by the boy and his mother. The letter written by Mrs. Schwartz was in English and explained the conditions under which the family is living. She also expressed her appreciation that the students were willing to help her son.

The letter written by the boy was in the German language and told of his gratitude in being selected to receive the aid of the students.

When the results from such a project are as gratifying as this the students begin to feel that it is nothing but a pleasure to lend a "helping hand."—Student Council, Chisholm High School, Chisholm, Minnesota

LATINEERS INAUGURATE GOOD FRIENDSHIP WEEK

As the Christmas spirit takes precedent over the pagan holiday of the Saturnalia, an ancient holiday celebrated by the Romans, the Latin department is inaugurating a "Friendship Week" from December 6 to December 13.

The Saturnalia, celebrated on December 17, 18, and 19, portrayed the Romans' idea of the Christmas spirit. The public relations committee will sponsor a tour of Latrobe Hospital on Saturday, December 6, and the laboratories of St. Vincent College on Saturday, December 13.

Monday, December 9, boys must be especially nice to girls, treating them in a fashion similar to Emily Post, such as carrying their books. On Tuesday, the girls will return the courtesy to the boys.

Magistra Reeping has invited Latin Club officers to be her guests on Wednesday for a spaghetti dinner at Carbone's. A prize will be given to the first 20 Latin students requesting cokes at the Orange and Black through the courtesy of Miss Reeping.

The rest of the week is to be carried out in a similar manner following the motto of "Semper Amicitia," which means friendship always.—Latrobe High School, Latrobe, Pennsylvania

TEACH 'EM TO SWIM

Ask any kid what he did during the summer, chances are, he will say he went swimming—more than once. Then take a count to see how many can actually swim and chances are again that you will find up to 50% will answer in the negative. Ask how many would like to learn, and if your situation is average, all will want to learn. At this point you are probably saying to yourself—what can I do. I am only an average swimmer, but more important; we have no pool in our school. You don't have to be a good swimmer and you don't have to have a pool in your school.

Your first problem is to find facilities where these kids can learn. Look for a YMCA or YMHA. There is probably one in your county some place. If not, keep looking—there may be a Turkish Bath that has a small pool, or a hotel, or in some industrial plant—pools are found in the most peculiar places.

Your next step is to visit this pool and talk

to someone with authority. In a case of a Y or a hotel you will find that the charge is ridiculously nominal and a suitable schedule can be arranged. If you must resort to industry, play up the publicity angle and they should only be too happy to lend their facilities to such a worthy cause. The same should hold true for a Turkish Bath.

Now that the pool is acquired, transportation and an instructor must be secured. In the urban areas public transportation will easily solve this problem. In the rural areas, the school bus may be secured or a truck supplied by some conscientious citizen—perhaps a parent of one of the learners. The instructions may come from you after an hour with a Red Cross Manual and a couple of hours practice by yourself. If this is out of the question, then put out a call for a volunteer, if the pool cannot supply one.

Now all this may seem like plenty of thought and legwork—well, it is. But if you want a worthwhile activity, an activity that may save a life—teach 'em to swim.—Joseph C. Bradley, Teacher at Wyckoff, New Jersey

CELEBRATION OF BOY SCOUT WEEK

Almost three million members of the Boy Scouts of America will celebrate their 43rd anniversary from February 7th to 14th, 1953. During BOY SCOUT WEEK schools, churches, and civic organizations will join with the Scouts in observing this significant occasion.

Many elementary, junior and senior high schools will wish to develop special Scout programs, exhibits, and demonstrations to focus attention on citizenship participation by youth. These suggestions for BOY SCOUT WEEK activities in the schools are offered for your consideration, and local Scout Leaders will be glad to help.

I. For Elementary Schools (Cub Scouts 8 to 10)

- A. General Assembly built around Cub Scouting and to include such things as:



1. Songs—Flag ceremony

2. Acts or stunts by Cub Scouts taken from their own Pack Activities themes of the past six months.

3. Jungle Tales and Indian Dances offer real entertainment.

- B. Very informative exhibits and demonstrations on Cub Scouting can be prepared and set up in the hallway or gym of the school and manned by Cub Scouts themselves under the supervision of their Den Mothers.

1. Pack Programs of recent months may be presented by Dens.

For example: "Exploring Your Neighborhood" the theme for July—"Conservation" from last August—"The Mail Goes Through" for September—"Transportation" as found in the December issue of SCOUTING MAGAZINE.

2. Cub Scout Electives which can be prepared and exhibited by Cub Scouts and their Dads. See things prepared in October—"Doorway to Adventure."

- C. Activities by Cub Scouts in their respective Classrooms.

1. Teachers may allow the Cub Scouts to lead in teaching the rest of their grade a Cub Scout Game and various feats of skill they have learned.

2. Cub Scouts in a particular room may assemble and exhibit handicrafts and materials they prepared on certain themes to be displayed in their own room.

- D. The Cub Scout Movies, "Cub Scouting in the Den" or "Cub Scouting in the Pack" will prove interesting to the entire school assembly.

II. FOR JUNIOR HIGH SCHOOLS (Boy Scouts 11 through 13)

A. General Assembly Programs

1. Presentation of Colors by Scouts in uniform.

2. Singing of patriotic songs—audience participation.

3. Demonstration, movie, or other presentation.

a. An action demonstration by capable Boy Scouts on Campcraft, Scoutcraft, Conservation, or emergency service with attractive stage setting.

b. Movie—"Philmont Adventure," "National Jamboree 1950," "Scout Trail to Citizenship," or, with proper setting, "Winter Camping," or "Ice Rescue."

c. One or more Scouts might prepare an

interesting presentation on "Our Adventure in Summer Camp," "World Friendship Activities," or other projects.

B. Exhibits

A model camp setting or demonstration of one or more Scouting skills.

III. FOR SENIOR HIGH SCHOOLS (Explorers 14 and older)

A. Regular school assembly programs may include:

1. A report on plans by an Explorer group to attend the 1953 National Jamboree at Santa Ana, California.
2. Any one of the four Explorer Adventure films: (a) "Canoe Expedition," (b) "Colorado River Expedition," (c) "A Rock Climb," (d) "Dutch Oven Cooking," (e) "Philmont Scout Ranch."
3. A report by Explorers of an adventure expedition taken last summer such as a canoe trip, swamp expedition, Philmont trip, show movies or slides taken on trip, with several Explorers telling of high-lights and demonstrating equipment used.
4. Safety skill demonstration such as Ice Rescue Method; Boat Rescue Method; What to do when Lost.
5. Dramatization of Vocational Exploration trip. Job opportunities locally.

B. Exhibits. Collection of souvenirs, pictures, etc., from adventure expedition.

IV. GENERAL SUGGESTIONS

1. Your local Boy Scout Executive is prepared to help school principals with programs recognizing BOY SCOUT WEEK. They will assist in planning the program, and in recruiting the assistance of volunteer Scout leaders of Packs, Troops, or Explorer Units meeting in school neighborhoods.
2. Call upon students in school to take part in the program.
3. Use Boy Scout Week Posters. Tribute to local P.-T.A. and others who sponsor Scout Units in and near the school.
4. A colorful outdoor camping scene serves as an effective stage decoration for Scouting events; the setting for Cub Scouting and Exploring depends upon the activities used.
5. Films may be secured through the local Scout Executive.
6. Scouts in Uniform may raise and lower the Flag on the school grounds.
7. The same type of programs and exhibits may also be used with P.-T.A. meetings.

Your National Committee on School Relationships and your local Scout Council will appreciate your cooperation in this 1953 observance of BOY SCOUT WEEK.—Walter D. Cocking, Boy Scouts of America, 2 Park Avenue, New York 16, N.Y.

WASHERS

The game of "Washers" is one that secondary school youth thoroughly enjoy playing and provides an opportunity for worthwhile extracurricular relaxation. In fact, in some secondary schools, it promises to surpass Horseshoes as a popular leisure time pastime.



One of the unique features of this game is that it is economical in terms of the cost of playing materials. There are only a few items required for playing the game. One, is two (2) one pound tin coffee cans. Two, the acquisition of several metal two inch washers or any other size washer that is desired by the participants.

The game is played briefly as follows:

1. The two coffee cans are placed in a direct line twenty feet from each other.
2. The cans are set into the ground so that the tops of the cans are flush with the surface of the ground.
3. A tossing line is marked off directly in front of each can. Stepping over the tossing line constitutes a foul throw.
4. The washers are painted different colors in order to eliminate confusion and to provide a quick and effective method of scoring the game.
5. Each player tosses five (5) washers at a time.
6. The game may be played either as singles or as doubles the same as in Horseshoes.
7. The object of the game is for each player to get as many of the five washers as he can into the opposite coffee can.
8. The player may toss directly into the opposite can or by bouncing the washers off the surface of the ground adjacent to the can.
9. A game consists of twenty points with the following schedule of scoring:
 - a. For placing the washer into the opposite coffee can five (5) points.
 - b. For placing one edge of the washer on the edge of the coffee can two (2) points.

10. The individual or partners who score a total of twenty points first wins the game.

When the game is played for the first time the players require considerable time in accumulating a winning score of twenty points. However, after a little practice in handling the washers it is amazing how quickly the players acquire a deft skill in tossing the washers into the opposite coffee can.

The unique features of this game are that it requires little space in which to be played, is inexpensive for the necessary playing materials, several games may be played simultaneously, and anyone can play it.

Games such as Washers are highly desirable in the extracurricular program of school activities, because they meet an immediate need in the school as well as providing a desirable leisure time activity for home and community relaxation.—J. Russell Morris, Associate Professor of Education, Chico State College, Chico, California

GUESS WHAT

This is a little stunt to develop facial expressions and ease in gesture. If you have seen one cast for a highly emotional part in a play, then seen the actor (?) go through the part with a proverbial wooden face, you will appreciate the value of this exercise.

Volunteer actors are called, and as they line up on the stage each draws a slip of paper from a hat. One word is written on each slip: sadness, anger, fright, timidity, etc. The first actor is told to make his face show the emotion indicated on his slip of paper. All the other actors must watch carefully, for they must not only show the emotion they have drawn, but actor number two must show that emotion as given by actor number one and follow this with his own. Actor number three starts with the first, changes to the second, then quickly to his own. This goes on until the last one in the line finds himself going through a rapid change of facial expressions to portray the whole gamut of emotions as shown by the various persons in the line. The first actor having shown his one bit of expression moves to the foot of the line so with each actor until all have been given an opportunity to take all the parts.

The same procedure is followed in the second act but gesture and pantomime are added to the facial expressions.

The applause will proclaim the best actor, and you can't know how really funny this stunt is until you have seen an audience reaction.

Comedy Cues

A nut at the wheel
A peach at his right,
A dish in the road
Fruit salad tonight.

Not Guilty

With a grinding of brakes, the officer pulled up his motor car and shouted to a little boy playing in the field: "I say, Sonny, have you seen an airplane come down anywhere near here?"

"No, sir," replied the boy, trying to hide his slingshot. "I've only been shooting at that bottle on the fence."—Balance Sheet

Like Father, Like Son

"What a boy you are for asking questions," said the father. "I'd like to know what would have happened if I'd asked as many questions when I was a boy."

"Perhaps," suggested the youngster, "you'd have been able to answer some of mine."—Ex.

Try Oatmeal

Student: I hear that fish is brain food.

Roommate: Yeah, I eat it all the time.

Student: Another theory disproved.—Pacific Weekly

Riddle Me This

A duck, a frog, and a skunk wanted to go to the movies. The admission was one dollar. Which one of the three couldn't afford it?

The skunk. The duck had a bill, the frog had a greenback, but the skunk had only a scent.—Ex.

Put the Bee on Him

An irate visitor darted angrily up to the beekeeper and complained: "One of your bees stung me, and I want you to do something about it."

"Certainly, madam. Just show me which bee it was and I'll have it punished."—Capper's Weekly

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